DOCUMENT RESUME

ED 358 285 CE 063 809

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TITLE National Study of the Supply of and Demand for Secondary Marketing Education Teachers in 1992.
PUB DATE Jun 93
NOTE 37p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Distributive Education; *Distributive Education Teachers; Employment Opportunities; Employment Patterns; *Employment Projections; *Inservice Teacher Education; *Marketing; National Surveys; Secondary Education; *Secondary School Teachers; Teacher Employment; *Teacher Supply and Demand; Teaching (Occupation); Vocational Followup

ABSTRACT

A study surveyed administrators of marketing education teacher preparation programs to obtain supply data and state directors of marketing education to obtain demand data. From the initial list of 62 institutions of higher education in the United States with programs to prepare marketing education teachers, 50 institutions reported data for inclusion in the study. Of the 48 state directors, 33 provided data. Findings were as follows: the number of secondary marketing education teachers remained relatively unchanged between 1990-91 and 1991-92; no shortage of secondary school marketing education teachers was apparent; the majority of marketing education graduates obtained teaching positions at the secondary level rather than the postsecondary level; secondary marketing education teaching vacancies were primarily filled by new graduates; and the majority of marketing education graduates obtained a teaching position upon completing their degree. The following recommendations were made: yearly replication of the study; identification of alternative employment opportunities in view of the anticipated surplus of graduates; identification of alternative resources for teacher education programs in view of the projected shortage of marketing teacher educators; and research investigating why graduates do not seek teaching positions. Data should be collected on postsecondary marketing education teacher supply and demand, and identifying program changes. (Appendixes include 19 references and the survey instruments.) (YLB)

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NATIONAL STUDY OF THE SUPPLY OF AND DEMAND FOR SECONDARY MARKETING EDUCATION TEACHERS IN 1992

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June, 1993

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NATIONAL STUDY OF THE SUPPLY OF AND DEMAND FOR SECONDARY MARKETING EDUCATION TEACHERS IN 1992

Introduction

The occupation of teaching is changing. As it does, the supply of and demand for the teaching force will also change. Darling-Hammond (1990) stated that the teacher labor market has been characterized by abrupt shifts between shortages and surpluses. Educational policies that affect teacher supply include certification standards, levels of compensation, working conditions, changing wages in other occupations, and availability of alternative careers. The demand for teachers is affected by new course requirements for students, enrollment changes, changes in pupil-teacher ratios, and increased emphasis on vocational education due to the nation's dropout rate.

Research has indicated that if the nation's schools were not already experiencing substantial shortages of qualified teachers, they would in the future (Haggstrom, 1988). According to Gerald (1985), the overall supply of teachers as a percentage of demand was projected at 65.5% for 1992. The demand for particular types of teachers varied from school to school. Crane (1982) stated that urban and rural districts had a higher demand for vocational education teachers. Johnson and Aldridge (1984) further stated that when demand for teachers shifted among fields (e.g. less demand for teachers in home economics, physical education, and vocational education) schools often shifted senior teachers from low-demand courses to high-demand courses, rather than hiring newcomers. Young people entering the profession have declined steadily, and most teachers have left the profession within five years (Hechinger, 1985).

Background

In response to studies and reports related to public education released in the 1980's, many schools across the country have implemented substantial changes in what they offered, how they offered it, and what they required of their teachers and students (Finch,

1991). Thus, it was more important than ever, that data be available to illuminate the numbers and sources for secondary marketing education teachers.

Recent national reports called for revisions in vocational teacher preparation that could have affected teacher supply in a negative direction. Both the Holmes Group (1986) and the Carnegie Task Force (1986) recommended that a bachelor's degree in arts and sciences serve as a prerequisite for the professional study of teaching. Lynch (1990) reported that some universities required a fifth-year or post-baccalaureate program in vocational education areas. Business and marketing education teacher preparation programs were mentioned as being phased into five-year programs at some institutions.

An important factor related to the decline in the supply of secondary marketing education teachers was the number of marketing education teacher preparation programs that were housed in a variety of higher education institutions. These institutions ranged from large public doctoral institutions to small private baccalaureate colleges. Adams, Pratzner, Anderson, and Zimmer (1987) concluded in their study that teacher education departments have reduced the number of full time faculty and support staff, that state education agencies have reduced funding for vocational education activities performed by colleges and universities, and that the number of students enrolled in vocational programs have declined. However, Lynch (1985) suggested that a few universities have "taken up the slack" by expanding their programs and adding faculty, thereby creating the same number of graduates, but through a lesser number of institutions. While the overall number of people completing preservice vocational education programs declined, the preparation of marketing education teachers increased 6.5% between 1987 and 1989 (Lynch, 1990).

Meanwhile the demand for qualified secondary marketing education teachers was evident in the growth of jobs in the service and retail fields. Today, the service sector accounts for 70% of all jobs in the United States. By the year 2000, the service sector will account for 92% of all jobs and 85% of the Gross

National Product in the United States (Budke, 1988). Bailey (1991) projected a 20% growth in marketing and sales related jobs between 1988 and 2000, with half of them requiring no more than a secondary education.

A teacher supply/demand study completed by the Association for School, College and University Staffing (ASCUS, 1986) reported vocational teaching fields to have a balanced supply and demand of teachers. Studies in the supply of and demand for teachers in various areas of vocational education have been conducted on an annual basis to report trends. Agriculture Education (Oliver, 1991), Business Education (Bronner, 1991), and Trade and Industrial Education (Greenan, 1990) have conducted annual surveys to identify and report expected needs and shortages of teachers.

The national supply of and demand for secondary marketing education teachers has not been assessed in recent years. It is important that supply data be available to: (a) provide the number of graduates from a marketing education teacher preparation program, (b) identify the employment obtained by these graduates, and (c) project the number of anticipated graduates during the next 3 to 5 years. Demand data will provide: (a) the number of current secondary marketing education teaching positions, (b) anticipated vacancies, (c) number of positions eliminated, and (d) the projected number of new positions to open during the next 3 to 5 years.

Data Collection

Population

Two populations were selected for this study. The first population was program administrators for Marketing Education teacher preparation programs. The second population was state directors of Marketing Education.

Program administrators for Marketing Education teacher preparation programs were surveyed to obtain supply data. Each institution of higher education in the United States with a program to prepare marketing education teachers was included in this study. The

list of program administrators was obtained from the 1991-1992 Directory of Leaders in Marketing Education compiled yearly by the Marketing Education Association in Columbus, Ohio. From this list, 62 program administrators were selected to be part of this study. A list of institutions, by state is in Appendix A.

State directors of Marketing Education were surveyed to obtain demand data. Each state having a director identified for Marketing Education was included in this study. The list of state directors was obtained from the 1991-1992 Directory of Leaders in Marketing Education. From this list, 48 state directors were selected to be part of this study. The states of Arizona, Pennsylvania, and Rhode Island, did not have a state director, and therefore were not included as part of this study.

Research Instrument

The supply survey consisted of six questions, and the demand survey consisted of 13 questions. A copy of the supply survey is included in Appendix B, and the demand survey is included in Appendix C. The initial surveys along with a cover letter (see Appendix D and E) and a return envelope were mailed in early September. Participants were given a return date of three weeks to complete the survey. A follow up letter, survey and return envelope was mailed to non-respondents in early October. A third follow-up consisted of a telephone contact. Information was obtained over the telephone from the participants who had not responded to the second survey.

From the initial list of 62 program administrators for Marketing Education teacher preparation programs, 50 (81%) institutions of higher education reported data for inclusion of this study. Following a third inquiry, six institutions of higher education with marketing education teacher preparation programs did not provide supply data. Institutions contacted for which data are not available (NA) include: (a) Colorado State University, (b) Ferris State University, (c) Oregon State University, (d) San Francisco State University, (e) University of Maryland, and (f) Winthrop College.

Six institutions of higher education indicated the marketing education teacher preparation program was no longer in existence. These institutions for which data were not available include: (a) California State Polytechnic University, (b) Castelton State College, (c) Central Connecticut State University, (d) East Tennessee State University, (e) Murray State University, and (f) University of Louisville. Five program administrators reported their institution as providing only marketing education certification courses. These institutions include: (a) Eastern Illinois University, (b) Memphis State University, (c) Southern Illinois University, (d) University of Kentucky, and (e) University of West Florida. Supply data were provided for these institutions.

Contacts made with state directors of Marketing Education, following a third inquiry, identified 15 states as not being able to provide the demand data. Therefore states contacted for which data are not available (NA) include: Alaska, Arizona, Delaware, Florida, Illinois, Maine, Massachusetts, Minnesota, Mississippi, New Jersey, New York, Pennsylvania, Rhode Island, Utah, and Wyoming.

Results

National Analysis

The number of secondary marketing education teaching positions (including comprehensive high schools, area vocational technical schools, junior high, and middle schools) decreased by four between 1991 and 1992. The total number of secondary marketing education teachers employed during the 1990-1991 school year was 4,295. The total number of secondary marketing education teachers employed during the 1991-1992 school year was 4,291. Table 1 shows the total number of secondary marketing education teachers in the workforce by region. Four regions were identified by the U.S. Bureau of the Census (1990).

Table 1

Secondary Marketing Education Teachers in the Workforce

Region	1990-1991	1991-1992	+/- INC/DEC	% INC/DEC
Northeast	89	86	-3	-3.37
Midwest	1,225	1,224	-1	-0.08
South	2,203	2,196	-7	-0.32
West	778	785	+7	0.90
TOTAL	4,295	4,291	-4	-0.09

Note. Data obtained from state directors of marketing education.

Of the secondary marketing education teachers employed, 2,312 held standard state certificates, and 86 held probational certificates. The increase in the number of probationary certificates may be due to the number of teachers hired from business and industry. Of the 198 teachers hired for the 1992-1993 school year, 22% were hired from business and industry. There were 104 teachers with temporary, provisional or emergency certificates. Nine states responded as not having updated certificate information available. Therefore, the certification status of the remaining 1,789 teachers was unknown.

There were 481 marketing education teacher graduates during the 1991-1992 school year. The total number of secondary marketing education teacher vacancies for the 1992-1993 school year was 198 positions. If each of the graduates had sought a position in teaching, there would have been a surplus of 283 teachers. Likewise, it was expected that in 1993 there will be a surplus of secondary marketing education teachers. State directors estimated 144 positions to be available as of September, 1993. Based on the estimated number of undergraduate marketing education majors expected to graduate (n = 271), there was expected to be an average of two marketing education teacher graduates for every vacancy.

One fourth of the Marketing Education teaching vacancies at the secondary level have been filled with new marketing education graduates. Individuals from business and industry that have applied for teaching jobs and obtained a teaching position accounted for 22% of the positions filled. Other teaching positions were filled by teachers transferring between schools (10%), previous graduates from a 4 year marketing education teacher program (11%), and former marketing education teacher (9%). State directors identified 20 (9%) positions filled from unidentified sources.

Table 2 provides the sources for new secondary marketing education teachers hired for the 1992-1993 school year. The difference in the number of secondary marketing education teacher vacancies (198) and the source for new secondary marketing education teachers (225) is due to the combination of sources from which teachers were hired.

Table 2

Sources of New Secondary Marketing Education Teachers Hired

Sources of Teachers Hired	No.	%
New Graduates	57	25
Transfers Between Schools	23	10
Previous Graduate 4 Year Program	24	11
Former Marketing Education Teacher	21	9
Business and Industry	49	22
Non-Marketing Certified Teacher	31	14
Unknown	20	9
TOTAL	225	100

Note. Data obtained from state directors of marketing education.

Program administrators reported a total of 856 full-time undergraduates in marketing education teacher preparation programs during the 1991-1992 school year. Marketing education graduates during the 1991-1992 school year included 220 undergraduates, 109 graduates, and 152 certification completers. Marketing education

teacher preparation programs reported 636 undergraduate majors as of Fall, 1992. This number did not include new freshman or transfer students entering the program.

Secondary marketing education teaching accounted for 40% of the initial placement for marketing education graduates. The next largest percentage were employed in business and industry (21%), followed by graduates who obtained a teaching position in another subject area (6%), attended graduate school (4%), taught at the postsecondary level (3%), and went into full-time military (.5%). The employment status of 127 graduates (26%) was in "other positions" or "unknown". Table 3 presents the employment status obtained by marketing education graduates as of September 1, 1992.

Table 3

Employment Status of Marketing Education Graduates

Placement	No.	%
Secondary Marketing Education/In State	166	35
Secondary Marketing Education/Out State	23	5
Postsecondary Teacher/In State	11	2
Postsecondary Teacher/Out State	5	1
Teaching Other Subject Area	27	6
Business and Industry	99	21
Graduate School	21	4
Full-Time Military	2	.5
Other	6	1
Unknown	121	25
TOTAL	481	100

Note: Data obtained from program administrators for marketing education teacher preparation programs.

Of the graduates placed in secondary and postsecondary marketing education teaching positions, 37% were teaching in the same state from which they had received their degree. The remaining 6% were teaching in another state.

Program administrators of Marketing Education teacher preparation programs were asked to identify the number of marketing education graduates expected during the 1992-1993 school year. During the 1992-1993 school year 271 undergraduate majors were expecting to graduate.

An interesting statistic was the number of marketing education graduates who intended to teach after completing the degree. Program administrators were asked to estimate the number of marketing education majors who graduated from the program in 1991-1992 that intended to "teach" and "not teach". From the 481 majors who graduated, 66% were identified as intending to "teach"; 15% were identified as intending to "not teach"; and 19% were identified as "information not available". Their response I realize is pure speculation, but it provides one way of identifying the 128 graduates who were not looking for teaching jobs. Graduates intending "not to teach" had obtained positions in business and industry, continued in graduate school, enrolled in the military, or obtained "other" positions.

State directors of Marketing Education estimated that 144 secondary marketing education teacher positions would become open by September 1, 1993. It was suggested that these openings may have been due to teacher retirements, new positions, and teachers leaving the profession. One state director of marketing education commented "many of our teachers (40%) are within 10 years of retirement." Another director commented "we have 30 to 40 vacancies per year, mostly due to retirement or teachers leaving for other reasons." The estimate openings for the next three to five years ranged from 440 to 552 positions.

Table 4 provides the data as to the type of schools secondary marketing education teachers were primarily teaching in, single versus multiple teacher programs, and demographic data.

Table 4

Secondary Marketing Education Teacher Program Data

Background Data	No.	%
Primarily Teaching In		
Comprehensive High School	3,542	83
Area Vocational Technical School	550	13
Junior High/Middle School	18	.05
Other	21	.05
Unknown	160	3
TOTAL	4,291	100
Program		
Single Teacher	2,871	67
Multiple Teacher	954	22
Unknown	466	11
TOTAL	4,291	100
Sex		
Female	1,683	39
Male	1,834	43
Unknown	774	18
TOTAL	4,291	100
Ethnic Classification		
Black	224	5
White	3,122	73
Native American/Alaskan	1	0
Hispanic	53	1
Asian/Pacific Islander	37	1
Unknown	854	20
TOTAL	4,291	100

Note. Data obtained from state directors of marketing education.

Regional, State, and Institutional Analysis

Table 5 identified 11 states that had eliminated or lost marketing education teaching positions as of September 1, 1992, 8 states had gained positions, and 17 states had no change in the number of teaching positions. The largest net loss of teaching positions was in Virginia with 8 positions, followed by Texas with 5, and Colorado with 4 positions. The largest gain in teaching positions was in Washington state, with a net increase of 8 positions, followed by Tennessee with 5 positions.

The states reporting the largest number of secondary marketing education teachers during the 1991-1992 school year were: Texas, 570; Ohio, 365; Virginia, 360; California, 357; and North Carolina, 353. The states reporting the smallest number of secondary marketing education teachers were: Nevada, 20; South Dakota, 18; Montana, 16; Idaho and Vermont, 14.

As of September 1, 1992, there were 6 marketing education teacher positions that were unfilled. The states with positions available were: Alabama, Georgia, Missouri, Oregon, and South Carolina.

Table 6 reflects data for marketing education teacher preparation program completers (undergraduate, graduate, and certification completers). It shows the overall number of teaching positions, number of new teachers who graduated and obtained a teaching position in marketing education, and overall percentage of graduates who obtained teaching positions for the 1991-1992 school year by region. The number of teachers who graduated and obtained teaching positions was the best in the West region, and the lowest in the Northeast region. The difference in the number of vacancies (198) and the positions obtained (206) are the teachers who were reported as obtaining a job at the secondary and postsecondary levels.

Table 5

Secondary Marketing Education Teaching Positions by Region and State on Dates Indicated

	Total Positions 90/91	Total Positions 91/92	Number of Vacancies During SY 1992-93	Change in No. of Positions SY 90/91 to 91/92	Teachers Needed And Not Available 9/1/92
Northeast Region					
Connecticut	51	48	0	-3	0
Maine	NA				
Massachusetts	NA				
New Hampshire	24	24	1	0	0
New Jersey	NA				
New York	NA				
Pennsylvania	NA				
Rhode Island	NA				
Vermont	14	14	2	0	0
Region Total	89	86	3	-3	0
Midwest Region					
Illinois	NA				
Indiana	91	91	2	0	0
Iowa	39	38	0	-1	0
Kansas	30	30	2	0	0
Michigan	300	300	6	0	0
Minnesota	NA				
Missouri	180	180	9	0	2
Nebraska	41	41	4	0	0
North Dakota	21	21	0	0	0
Ohio	363	365	20	+2	0
South Dakota	20	18	0	-2	0
Wisconsin	140	140	10	0	0
Region Total	1,225	1,224	53	-1	2

(table continues)

Table 5

Secondary Marketing Education Teaching Positions by Region and State on Dates Indicated

	Total Positions 90/91	Total Positions 91/92	Number of Vacancies During SY 1992-93	Change in No. of Positions SY 90/91 to 91/92	Teachers Needed And Not Available 9/1/92
			South Region		
Alabama	128	126	9	-2	1
Arkansas	40	40	0	0	0
Delaware	NA				
District of Columbia	35	35	1	0	0
Florida	NA				
Georgia	126	126	6	0	1
Kentucky	104	102	0	-2	0
Louisiana	108	110	0	+2	0
Maryland	42	45	0	+3	0
Mississippi	NA				
North Carolina	350	353	8	+3	0
Oklahoma	67	66	5	-1	0
South Carolina	90	90	5	0	1
Tennessee	132	137	13	+5	0
Texas	575	570	38	-5	0
Virginia	368	360	0	-8	0
West Virginia	38	36	2	-2	0
Region Total	2,203	2,196	87	-7	3
			West Region		
Alaska	NA				
Arizona	NA				
California	357	357	30	0	0
Colorado	96	92	0	-4	0
Hawaii	41	44	9	+3	0
Idaho	14	14	0	0	0
Montana	16	16	0	0	0
Nevada	21	20	0	-1	0
New Mexico	28	29	1	+1	0
Oregon	60	60	3	0	1
Utah	NA				
Washington	145	153	12	+8	0
Wyoming	NA				
Region Total	778	785	55	+7	1
United States Total	4,295	4,291	198	-4	6

Table 6

Placement of Marketing Education Teacher Preparation Program Completers by Region 1991 - 1992

School Year	Teaching Positions 1991 - 1992 a	New Graduate 1991 - 1992 b	Obtained Teaching Position 1991 - 1992 b	Percent Teaching 1991 - 1992 b
Northeast	86	61	16	28
Midwest	1,224	190	76	40
South	2,196	205	101	49
West	785	25	13	52
TOTAL	4,291	481	206	

Note: a Source: State Director
b Source: Program Administrator

Table 7 identifies graduation and placement data by region and institution. Institutions reporting the largest numbers of graduates (including undergraduates, graduates, and certification completers) were University of Minnesota, 49; Southwest Texas State University, 31; Virginia Polytechnic Institute and State University, 25; and Temple University, 21. Two institutions reported having only one graduate and five institutions reported no graduates during the 1991-1992 school year. Of the 50 institutions reporting, 36 institutions each had less than 12 undergraduate students who graduated from the marketing education teacher preparation program during the 1991-1992 school year.

Table 7

Marketing Education Graduates in 1991-1992 and their Job Placement on September 1, 1992 by Region and Institution

Institution	Total # of Grads	Teaching Secondary In	Teaching Secondary Out	Teaching Postsecondary In	Teaching Postsecondary Out	Teach Other Subject	Bus/Ind.	Grad School	FT Military	Other/ Unknown
Northeast Region										
Indiana U of Pennsylvania	8	0	0	0	0	0	0	3	0	5
Montclair State College	3	3	0	0	0	0	0	0	0	0
New Hampshire College	9	2	1	1	0	0	0	0	0	5
Rider College	10	4	0	0	0	0	4	1	0	1
SUNY College of Buffalo	9	3	0	0	0	1	3	1	0	1
Temple University	21	1	1	0	0	2	4	1	0	12
Trenton State College	1	0	0	0	0	0	0	0	0	1
Region Total	61	13	2	1	0	3	11	6	0	25
Midwest Region										
Ball State University	2	0	0	0	0	0	0	0	0	2
Bowling Green State U	16	7	0	0	1	0	3	0	1	4
Central Michigan U	9	2	1	0	0	2	2	0	0	2
Central Missouri State U	11	1	0	0	0	0	4	0	0	6
Eastern Illinois U	0	0	0	0	0	0	0	0	0	0
Eastern Michigan U	14	4	0	0	0	2	2	0	0	6
Emporia State University	6	4	0	2	0	0	0	0	0	0
Ferris State University	NA									
Illinois State University	8	4	0	1	0	2	1	0	0	0
Kent State University	1	1	0	0	0	0	0	0	0	0
Southern Illinois U	4	1	0	0	0	0	1	0	0	2
The Ohio State University	8	5	0	0	0	1	2	0	0	0
U of Minnesota	49	4	2	2	2	0	8	0	0	31
U of Missouri-Columbia	16	7	0	0	0	0	8	1	0	0
University of Nebraska	5	2	1	0	0	0	0	0	0	2
University of North Dakota	11	2	3	1	2	0	2	1	0	0
U of Wisconsin - Stout	17	2	5	0	0	0	8	2	0	0
U of Wisconsin-Whitewater	8	2	1	1	0	1	2	1	0	0
Western Michigan U	5	3	0	0	0	0	0	0	0	2
Region Total	190	51	13	7	5	8	43	5	1	57

(table continues)

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Table 7

Marketing Education Graduates in 1991-1992 and their Job Placement on September 1, 1992 by Region and Institution

Institution	Total # of Grads	Teaching Secondary In	Teaching Secondary Out	Teaching Postsecondary In	Teaching Postsecondary Out	Teach Other Subject	Bus/Ind.	Grad School	FT Military	Other/ Unknown
South Region										
East Carolina University	15	3	0	0	0	0	0	0	1	11
Fayetteville State U	7	1	0	0	0	0	0	0	0	6
Georgia State University	5	1	0	0	0	0	0	0	0	4
Marshall University	12	5	3	1	0	0	2	1	0	0
Memphis State University	0	0	0	0	0	0	0	0	0	0
Middle Tennessee State U	10	1	0	0	0	1	1	2	0	5
Mississippi State U	8	2	0	1	0	0	1	0	0	4
Nicholls State University	0	0	0	0	0	0	0	0	0	0
North Carolina State U	9	2	1	0	0	2	1	1	0	2
Oklahoma State University	4	2	0	1	0	0	0	0	0	1
Old Dominion University	12	3	0	0	0	1	7	1	0	0
Southwest Texas State U	31	30	0	0	0	1	0	0	0	0
University of Georgia	12	7	0	0	0	1	3	1	0	0
U of Central Arkansas	0	0	0	0	0	0	0	0	0	0
U of Central Oklahoma	7	3	0	0	0	1	0	1	0	2
University of Kentucky	9	3	0	0	0	6	0	0	0	0
University of Maryland	NA									
U of N Carolina-Greensboro	11	8	0	0	0	1	2	0	0	0
University of North Texas	19	16	0	0	0	0	3	0	0	0
University of South Florida	5	0	0	0	0	0	0	0	0	5
University of Tennessee	2	0	0	0	0	0	2	0	0	0
University of West Florida	2	0	0	0	0	0	2	0	0	0
Virginia Polytechnic Institute and State University	25	5	1	0	0	0	14	2	0	3
Winthrop College	NA									
Region Total	205	92	5	3	0	14	38	9	1	43

(table continues)

Table 7

Marketing Education Graduates in 1991-1992 and their Job Placement on September 1, 1992 by Region and Institution

Institution	Total # of Grads	Teaching Secondary In	Teaching Secondary Out	Teaching Postsecondary In	Teaching Postsecondary Out	Teach Other Subject	Bus/Ind.	Grad School	FT Military	Other/ Unknown
West Region										
Colorado State University	NA									
Oregon State University	NA									
San Francisco State College	NA									
Southern Oregon State College	0	0	0	0	0	0	0	0	0	0
University of Idaho	10	0	2	0	0	2	3	1	0	2
Utah State University	15	10	1	0	0	0	4	0	0	0
Region Total	25	10	3	0	0	2	7	1	0	2
United States Totals	481	166	23	11	5	27	99	21	2	127

Sixteen institutions had a graduate placement rate of 50% or better in teaching positions at the secondary or postsecondary level in marketing education. These graduates included undergraduates, graduates, and certification completers. Of this number, six institutions had a placement rate of 75% or better in obtaining a teaching position. These institutions included: (a) Emporia State University, (100%); (b) Marshall University, (75%); (c) Montclair State College, (100%); (d) Oklahoma State University, (75%); (e) Southwest Texas State University, (97%); and (f) University North Texas, (84%).

Teacher Education Programs

There are 56 marketing education teacher preparation programs in the United States that currently offer an undergraduate degree in marketing education or provide marketing education certification courses. The South region had the largest number of marketing education programs, 24. The Midwest region had 19 programs, Northwest region had 7, and the West region had 6 programs. There were 25.0 FTE faculty with the rank of full professor in marketing education, 20.0 FTE associate professors, 12.75 FTE assistant professors, 14.0 FTE graduate teaching assistants, and 6.0 FTE positions classified with other titles. The Midwest region has the largest number of faculty with the full professor rank (n = 9.5), and the South region has the largest number of graduate teaching assistants (n = 10.0). In all, there were 77.75 FTE faculty positions in marketing education teacher preparation programs in the United States as of the 1992-1993 year.

The number of faculty (FTE), by region currently employed in marketing education teacher preparation programs at higher education institutions is illustrated in Table 8.

Three teacher preparation programs reported having combined business and marketing education teacher preparation program. These programs were at SUNY College of Buffalo, Buffalo, New York; Temple University, Philadelphia, Pennsylvania; and Trenton State College, Trenton, New Jersey. Southern Oregon State College in Ashland, Oregon offered a fifth-year

program only. Three programs were reported as being phased out over the next three years. They included Central Missouri State University, Warrensburg, Missouri; Georgia State University, Atlanta, Georgia; and Oklahoma State University, Stillwater, Oklahoma.

Table 8

Faculty in Marketing Education Teacher Preparation Programs by Region

Region	N. E. No.	Midwest No.	South No.	West No.
Full Professor	6	9.50	6.50	3
Assoc. Professor	5	5.25	9.75	0
Asst. Professor	2	4.00	6.75	0
Grad Teach Asst.	0	4.00	10.00	0
Other	0	3.00	3.00	0
TOTAL	13	25.75	36.00	3

Note. Data obtained from program administrators for marketing education teacher preparation programs.

Conclusion

Based on the results of this study, several conclusions were formulated.

The number of secondary marketing education teachers in the United States remained relatively unchanged between 1990-1991 and 1991-1992. This would tend to indicate that new secondary marketing education programs were not being developed, and programs were remaining as single teacher programs versus multiple teacher programs.

There does not appear to be a shortage of secondary marketing education teachers. There was a surplus of marketing education graduates based upon the number of secondary marketing education teacher vacancies reported for the 1992-1993 school year. This indicated that program administrators of marketing education teacher preparation programs expand

employment opportunities in teacher education and look at reducing the number of teacher preparation programs based upon the projected demand.

The majority of marketing education graduates obtained teaching positions at the secondary level rather than the postsecondary level. Findings suggest that with limited job opportunities at the secondary level, program administrators of Marketing Education teacher preparation programs prepared graduates for postsecondary teaching by adding courses to reflect this level, and identify employment opportunities.

Secondary marketing education teaching vacancies were primarily filled by new graduates. Thus it may be concluded that administrators responsible for filling these positions were interested in hiring certified marketing education teachers, versus non-certified marketing education teachers.

Finally, the majority of marketing education graduates obtained a teaching position upon completing their degree. Thus it may be concluded that graduates from a marketing education teacher preparation program have a greater preference to initially obtain a teaching position, versus obtaining employment in business and industry.

Recommendations

As a result of the findings and conclusions, it was recommended that:

1. This study be replicated on a yearly basis to allow for a comparison of data regarding the supply of and demand for secondary marketing education teachers over several years.

2. State directors of Marketing Education and program administrators of Marketing Education teacher preparation programs should examine the estimated number of graduates in the next five years relative to the projected number of vacancies. Based upon the anticipated surplus of graduates over the next three to five years, other employment opportunities for graduates should be identified.

3. Consideration should be given to the development of regional institutions to provide marketing education teacher preparation programs in order to address the surplus of graduates based upon the anticipated secondary marketing education teaching vacancies.

4. Program administrators for Marketing Education teacher preparation programs should identify alternative resources to provide effective teacher education programs in the future due to the current number of faculty at full professor rank who will be retiring, and the reduced pool of active marketing teacher educators entering the profession.

5. Additional research should be conducted to identify reasons why students completing marketing education teacher preparation programs chose not to seek marketing education teaching positions.

6. Research should be conducted to collect data on the supply of and demand for postsecondary marketing education teachers.

7. Research should be conducted to identify program changes proposed in the future for marketing education teacher preparation programs. These changes may include programs to be eliminated, combining marketing and business education, programs that will provide certification courses only, or programs that will change from an undergraduate baccalaureate program to a post-baccalaureate (fifth-year) certification option.

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APPENDIX A

Marketing Education Teacher Preparation Programs

Institutions	City/State
Ball State University	Muncie, IN 47306
Bowling Green State University	Bowling Green, OH 43403
California State Polytechnic University	Pomona, CA 91768
Castleton State College	Castleton, VT 05735
Central Connecticut State University	New Britain, CT 06050
Central Michigan University	Mt. Pleasant, MI 48559
Central Missouri State University	Warrensburg, MO 64093
Colorado State University	Fort Collins, CO 80523
East Carolina University	Greenville, NC 27858
East Tennessee State University	Johnson City, TN 37614
Eastern Illinois University	Charleston, IL 61920
Eastern Michigan University	Ypsilanti, MI 48197
Emporia State University	Emporia, KS 66801
Fayetteville State University	Fayetteville, NC 28301
Ferris State University	Big Rapids, MI 49307
Georgia State University	Atlanta, GA 30303
Illinois State University	Normal, IL 61761
Indiana University of Pennsylvania	Indiana, PA 15705
Kent State University	Kent, OH 44242
Marshall University	Huntington, WV 25701
Memphis State University	Memphis, TN 38152
Middle Tennessee State University	Murfreesboro, TN 37132
Mississippi State University	Mississippi State, MS 39762
Montclair State College	Upper Montclair, NJ 07043
Murray State University	Murray, KY 42071
New Hampshire College	Manchester, NH 03104
Nicholls State University	Thibodaux, LA 70301
North Carolina State University	Raleigh, NC 27695-7801
Oklahoma State University	Stillwater, OK 74078-0406
Old Dominion University	Norfolk, VA 23529-0159
Oregon State University	Corvallis, OR 97331
Rider College	Lawrenceville, NJ 08648
San Francisco State University	San Francisco, CA 94132
Southern Illinois University	Carbondale, IL 62901
Southern Oregon State College	Ashland, OR 97250-5022
Southwest Texas State University	San Marcos, TX 78666
SUNY College of Buffalo	Buffalo, NY 14222
Temple University	Philadelphia, PA 19122
The Ohio State University	Columbus, OH 43210
The University of Georgia	Athens, GA 30602
Trenton State College	Trenton, NJ 08650-9944
University of Central Arkansas	Conway, AR 72032
University of Central Oklahoma	Edmond, OK 73034-0120
University of Idaho	Moscow, ID 83843
University of Kentucky	Lexington, KY 40506-0017
University of Louisville	Louisville, KY 40292

(appendix continues)

Institutions	City/State
University of Maryland	College Park, MD 20742
University of Minnesota	St. Paul, MN 55108
University of Missouri-Columbia	Columbia, MO 65211
University of Nebraska	Lincoln, NE 68588-0515
University of North Carolina at Greensboro	Greensboro, NC 27412-5001
University of North Dakota	Grand Forks, ND 58202
University of North Texas	Denton, TX 76203
University of South Florida	Tampa, FL 33620
University of Tennessee	Knoxville, TN 37996-3400
University of West Florida	Fort Walton, FL 32548
University of Wisconsin-Stout	Menomonie, WI 54751
University of Wisconsin-Whitewater	Whitewater, WI 53190
Utah State University	Logan, UT 84321
Virginia Polytechnic Institute and State University	Blacksburg, VA 24061-0259
Western Michigan University	Kalamazoo, MI 49008
Winthrop College	Rock Hill, SC 29730

APPENDIX B

Survey of Teacher Supply for Secondary Marketing Education Teachers in 1992

1. Total full-time, 4 year degree, undergraduate enrollment in your marketing teacher education program for the 1991-92 school year. _____

2. How many marketing education majors graduated from your program during the 1991-92 school year?

   a. Undergraduates _____
   b. Graduates _____
   c. Certification Completers _____

3. Of your total graduates from question #2, indicate their employment status as of September 1, 1992:

   a. Secondary marketing education teacher in your state _____
   b. Secondary marketing education teacher in another state _____
   c. Postsecondary teacher in your state _____
   d. Postsecondary teacher in another state _____
   e. Teaching another subject area _____
   f. Working in business & industry _____
   g. Graduate school _____
   h. Full-time military _____
   i. Other work _____
   j. Unknown _____

4. In your opinion, how many of your marketing education majors who graduated from your program for the 1991-92 school year intended to (indicate number):

   a. Teach _____
   b. Not teach _____

5. How many undergraduate marketing education majors (4 year) do you expect to graduate during the 1992-93 school year? _____

6. How many faculty (FTE) are employed in your marketing education program?

   a. Assistant professor_____
   b. Associate professor_____
   c. Full professor _____
   d. Grad teaching asst _____
   e. Other _____ _____ (Specify)

Additional comments:

Thank you for responding to this survey.

Name _____ Institution _____

Phone _____ State _____

Please return by (insert date) to:

(Envelope provided)

Sheila K. Ruhland
University of Missouri-Columbia
Marketing Education
202 London Hall
Columbia, MO 65211

APPENDIX C

Survey of Teacher Demand for Secondary Marketing Education Teachers in 1992

1. Total number of secondary marketing education teachers employed in your state during the 1990-91 school year. _____

2. Total number of secondary marketing education teachers employed in your state during the 1991-92 school year. _____

3. How many secondary marketing education teachers, of the total reported in question #2 are teaching primarily in:

   a. Comprehensive High School_____
   b. Area Vocational Technical School _____
   c. Jr High/Middle School _____
   d. Other _____
   e. Unknown _____

4. How many secondary marketing education teachers, of the total reported in question #2 are teaching between 2 or more schools? _____

5. How many secondary marketing education teachers, of the total reported in question #2 are teaching primarily in a:

   a. Single teacher program _____
   b. Multiple teacher program _____
   c. Unknown _____

6. How many secondary marketing education teachers, of the total reported in question #2 are:

   a. Male _____
   b. Female _____
   c. Unknown _____

7. How many secondary marketing education teachers, of the total reported in question #2 are:

   a. Black _____
   b. White _____
   c. Native American/Alaskan _____
   d. Hispanic _____
   e. Asian/Pacific Islander _____
   f. Unknown _____

8. Total number of secondary marketing education teacher positions eliminated in your state, at the end of the 1991-92 school year. _____

9. Total number of secondary marketing education teacher vacancies in your state, for the 1992-93 school year._____

-over-

10. Total number of secondary marketing education teaching positions in your state, still unfilled as of September 1, 1992. _____

11. Of the secondary marketing education teachers hired in your state for this year (1992-93), how many were: (Report each teacher only once.)

    a. New marketing education graduates _____

    b. Transfers between schools _____

    c. Previous graduate of a 4 year marketing teacher education program _____

    d. Former marketing education teacher _____

    e. From business and industry _____

    f. Non-Marketing certified _____

    g. Unknown _____

12. Total number of secondary marketing education teachers in your state, whose teacher certificate as of September 1, 1992 was:

    a. Standard state certificate_____

    b. Probationary certificate_____

    c. Temporary, provisional or emergency certificate_____

    d. Other _____

    e. Unknown _____

13. What is your best estimate as to the number of new secondary marketing education teacher positions that will open in your state between now and September 1, 1993? _____

    Within the next 3 to 5 years? _____

Additional comments:

Thank you for responding to this survey.

Name _____ Position _____

State _____ Phone _____

Please return by (insert date) to:

(Envelope provided)

Sheila K. Ruhland
University of Missouri-Columbia
Marketing Education
202 London Hall
Columbia, MO 65211

APPENDIX D

Cover Letter - Supply

September 8, 1992

(insert address)

Dear Dr. (insert name),

I am seeking your assistance for the research I am conducting concerning the supply of and demand for secondary marketing education teachers. This study is designed to measure the supply and demand on a national level.

According to my records, you are the correct person to complete the Survey of Teacher Supply for Secondary Marketing Education Teachers in 1992. If that is incorrect, please send this to the correct person at your institution so they can complete the survey. State directors of Marketing Education will provide data regarding the demand of secondary marketing education teachers in 1992.

The survey should take a few minutes of your time. Please complete the survey and return it to me by October 1, 1992. If you do not have accurate data for a given question, please give your best estimate. Your individual responses will be kept confidential.

A self addressed, postage paid envelope is enclosed for your use in returning the survey. Thank you for your assistance and your dedication to marketing education.

Sincerely,

Sheila Ruhland
Assistant Professor
Marketing Education

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Enclosures

APPENDIX E

Cover Letter - Demand

September 8, 1992

(insert address)

Dear (insert name),

I am seeking your assistance for the research I am conducting concerning the supply of and demand for secondary marketing education teachers. This study is designed to measure the supply and demand on a national level.

According to my records you are the state director of Marketing Education and the individual to complete the Survey of Teacher Demand for Secondary Marketing Education Teachers in 1992. If that is incorrect, please send this to the correct person in your state so they can complete the survey. Program administrators for Marketing Education teacher preparation programs will provide data regarding the supply of secondary marketing education teachers in 1992.

The survey should take a few minutes of your time. Please complete the survey and return it to me by October 1, 1992. If you do not have accurate data for a given question, please give your best estimate. Your individual responses will be kept confidential.

A self addressed, postage-paid envelope is enclosed for your use in returning the survey. Thank you for your assistance and your dedication to marketing education.

Sincerely,

Sheila Ruhland
Assistant Professor
Marketing Education

SR/kle

Enclosure